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| **Grade:** | | **Course:** | | | | | **Unit:** | |
| **Common Core/Essential**  **Standard #:**  **RL.9-10.1, RL.9-10.2, RL9-10.3 RL.9-10.7,RL.9-10.9, RL.10.10, RI.9-10.1, RI.9-10.2, RI.9-10.7, RI.9-10.9, RI.9.10,RI.10.10, W.9-10.1, W.9-10.2, W.9-10.4W.9-10.5, W.9-10.6,W.9-10.9,L.9-10.1L.9-10.2** | | **Unit Description: Human Rights**  **Students will read selected texts and discuss the theme of basic human rights. This includes what rights should be granted to all human beings and what societies and ages throughout history have taken away or denied these rights. It will also include the ideas of culture and how certain cultural beliefs and historical actions (i.e. colonialism and war) have impacted the idea of human freedoms and rights. Finally, students will study the people and forces that have worked or are working to regain these rights.** | | | | | **Instructional Days:**  **approx: 4 weeks** | |
| **Learning Targets:**  **Students will identify the basic rights that should be granted to all peoples. They will analyze the cultural factors that affected how these rights were given and denied. They will also identify subjects of oppression, reasons for oppression, and forward progress towards the lifting of this oppression throughout history.** | | | | **Recommended Resources:**  Prentice Hall World Masterpieces  Supplementary texts—Holocaust literature,  A Doll’s House,  Julius Caesar,  Things Fall Apart,  Nectar in a Sieve,  Virginia Woolf’s excerpts “A Room of One’s Own”, and “Declaration of Rights”  Bill of Rights,  Women’s Rights speeches (Sojourner Truth and Susan Anthony),  Pericles Funeral Oration,  Rice Without Rain,  The Gettysburg Address,  My Forbidden Face,  “We Are Witnesses” (Holocaust),  Letters from a Birmingham Jail,  BAND AID SONG “Do They Know It’s Christmas”,  “First They Came” poem,  Human Rights Song Lyrics (Web search)  “I am only one person” (poem)  “God to Hungry Child” Langston Hughes  A Long Way Gone  Genesis and Catastrophe by Roald Dahl,  Metamorphosis,  Anthem,  Terrible Things by Eve Bunting,  Maus,  Pen of My Aunt,  One Survivor Remembers,  Time /National Geographic articles  John Locke: Natural Rights to Life, Liberty, and Property  “A Letter Concerning Toleration”  Second Treatise of Civil Government | | | | |
| **Essential Terminology:**  **Culture, conformity, stereotypes, oppression, colonialism, gender roles, prejudice, feminism, Anti-Semitism, sexism, racism, egocentrism, dictatorship, republic, affirmative action, gender equity, “glass ceiling:, PTSS** | | | | **Online (only links specific to this standard):**  **Amnesty International**  **Civil Rights Songs Web Search** | | | | |
| **Essential Readings:**  Holocaust literature, A Doll’s House, Julius Caesar, Things Fall Apart, Nectar in a Sieve, Virginia Woolf  Bill of Rights, Preamble to the Constitution | | | | | | | | |
| **Essential Question:**  **What basic rights do all human beings deserve? What societies and time periods have chosen to deny these rights? How do cultural beliefs and traditions affect the human rights both given and denied? What progress has been made throughout the world to ensure that these rights are given? What continues to impede these rights from being handed out freely? What are the negative consequences of the denial of these rights both to the individual and to the society?** | | | | | | | | |
| **Activating Strategy: KWL charts, movie clips, anticipation guides, graphic organizers,** | | | | | | | | |
| **Suggested Instructional Tasks:**  **Writing: Write an essay on the theme of oppression. Using excerpts from selected readings, discuss the delineating factors for oppression, how the oppression manifests itself in the individual and society, and how changes in time and history have lifted or reinforced these oppressive measures.**  **Multimedia and Writing: Using The movie Stepford Wives and Ibsen’s A Doll’s House (as well as other supplementary readings, poems, or texts) write a comparison/contrast paper on the themes of female stereotypes, marital stereotypes, and the cultural changes in society concerning the female at large.**  **Technology: Make a multimedia (Powerpoint? Video set to music?) presentation concerning “The Price of Prejudice.” Students may find images and facts concerning the oppression of certain groups throughout history and the consequences of this oppression on the individual and society. Power Point on the leaders of the different Axis powers and how they played a part in the oppression of the Jews.**  **Listening and Speaking: Students will write and present a speech “speaking for those who have no voice” in society past or present. They will use correct grammar, principles of writing, and rhetorical strategies to emotionally explain the suffering and unrighteousness of this oppression.** | | | | | | | | |
| **Literacy Component:** Reading:  RAFT assignments  GIST  Reciprocal Teaching  TPEQEA | Writing:  RAFT assignments  GIST  Reciprocal Teaching  TPEQEA | | | | Listening & Speaking:  Group Technology Presentations  Paedia Seminar | | | Language:  essential vocabulary  grammar concepts |
| **Summarizing Strategy: power points, webquests, scavenger hunts, objective tests, research, essays** | | | | | | | | |
| **Support for Differentiation:**  ELL ~ summaries for complex text, draw for testing, guided Cornell notes, prefix/root word/suffix study, vocabulary, Quia  **jigsawing books** | | | EC ~ summaries for complex text, draw for testing, guided Cornell notes, prefix/root word/suffix study, vocabulary, Quia | | | AIG ~ add more research | | |

Sample Formative Assessment (aligned to Learning Target):